

1.R.1.1 Students can **decode** words using short vowel sounds.

Learning targets to meet this standard:

- Decodes C-V-C pattern words
- Decodes V_e pattern words

Verbs Defined:

- Decode- take a word apart and say it correctly

Key Terms Defined:

Teacher Speak:

Students can decode (take a word apart and say it correctly) words using short vowel sounds.

Student Speak:

I can take a word apart and say it correctly (decode) using short vowel sounds.

Example:

Possible resources/references:

1.R.1.2 Students can read text by **decoding** word parts.

Learning targets to meet this standard:

- Decodes using onsets – first part of the word up to the vowel
- Decodes using rimes- last part of the word containing the vowel

Verbs Defined:

- Decode – take a word apart and say it correctly

Key Terms Defined:

- Word parts - spelling patterns including onsets and rimes
- Text – written material

Teacher Speak:

Students can read text (written material) by decoding (take a word apart and say it correctly) word parts (spelling patterns including onsets and rimes).

Student Speak:

I can read written material (text) by taking a word apart and say it correctly (decode) by using spelling patterns including onsets and rimes (word parts).

Example:

Possible resources/references:

1.R.1.3 Students can blend sounds of words to read text.

Learning targets to meet this standard:

- Blending beginning, middle and ending sounds
- Students can apply consonant digraph-two consecutive consonants making one unique sound
- Students can apply initial blends-two consecutive consonants at the beginning of a word
- Students can apply final blends- two consecutive consonants at the end of a word
- Short vowel sounds

Verbs Defined:

Key Terms Defined:

- Text - written material

Teacher Speak:

Students can blend sounds of words to read text (written material).

Student Speak:

I can blend sounds of words to read written material (text).

Example:

Possible resources/references:

1.R.1.4 Students can **separate** two part words orally and in text.

Learning targets to meet this standard:

- Chunking – word segmentation
- Compound Words – two or more words combined to form a new word
- Syllables – a unit of pronunciation with a single vocal sound

Verbs Defined:

- Separate - break apart

Key Terms Defined:

- Text – written material

Teacher Speak:

Students can separate (break apart) two part words orally and in text (written material).

Student Speak:

I can break apart (separate) two part words orally and in material (text).

Examples:

Possible resource/references:

1.R.1.5 Students can **identify** root words and their inflectional forms in text.

Learning targets to meet this standard:

- Root Words
- Adding –s, –es, –ed, and –ing without changing the root word

Verbs Defined:

- Identify –show what I know by pointing, writing, speaking, or drawing

Key Terms Defined:

- Root Words – base words
- Inflectional Forms – endings attached to a root word
- Text – written material

Teacher Speak:

Students can identify (show what I know by pointing, writing, speaking, or drawing) root words (base words) and their inflectional forms (endings attached to a root word) in text (written material).

Student Speak:

I can show what I know by pointing, writing, speaking, or drawing (identify) base words (root words) and their endings attached to a root word (inflectional forms) in written material (text).

Example:

Possible resources/references:

1.R.1.6 Students can **interpret** vocabulary when reading independently.

Learning targets to meet this standard:

Verbs Defined:

- Interpret - understand the meaning of

Key Terms Defined:

Teacher Speak:

Students can interpret (understand the meaning of) vocabulary when reading independently.

Student Speak:

I can understand the meaning of (interpret) of vocabulary when reading independently.

Example:

Possible resources/references:

1.R.1.7 Students can read high-frequency words in text.

Learning targets to meet this standard:

- Uses chunking to read words
- Uses syllables to read words

Verbs Defined:

Key Terms Defined:

- Text – written material
- High frequency words - words used often

Teacher Speak:

Students can read high-frequency words (words used often) in text (written material).

Student Speak:

I can read words that are used often (high-frequency words) in written material (text).

Example:

Possible resources/references:

High-frequency word list by Ziao, Ivens, Millard, and Duvvuri (1995)
High-frequency word list by Lucy Calkins
High-frequency word list by Patricia Cunningham

1.R.2.1 Students can **comprehend** text by **applying** reading strategies.

Learning targets to meet this standard:

- Using the reading strategies:
 - Cross-checking using meaning,
 - Structure,
 - Visual cues,
 - Self correct,
 - Use picture, and
 - Skip word and come back to it
 - Context clues

Verbs Defined:

- Comprehend – understand or make sense of
- Applying – using for a purpose

Key Terms Defined:

- Text – written material

Teacher Speak:

Students can comprehend (understand or make sense of) text (written material) by applying (using for a purpose) reading strategies.

Student Speak:

I can understand or make sense of (comprehend) written material (text) by using for a purpose (applying) reading strategies.

Example:

Possible resources/references:

1.R.2.2 Students can **utilize** comprehension strategies.

Learning targets to meet this standard:

- Makes connections between the text and myself (text to self)
- Answers questions about text
- Makes predictions

Verbs Defined:

- Utilize – put into use

Key Terms Defined:

Teacher Speak:

Students can utilize (put into use) comprehension strategies.

Student Speak:

I can put into use (utilize) comprehension strategies.

Example:

Possible resources/references:

1.R.2.3 Student can read fluently to comprehend text.

Learning targets to meet this standard:

- Recognizes high frequency words and read accurately
- Reads with expression including phrasing voice
- Varies reading rate according to the text
- Understands what they read

Verbs Defined:

Key Terms Defined:

- Fluently - reading accurately with expression at an appropriate rate
- Comprehension - understanding

Teacher Speak:

Students can read fluently (reading accurately with expression at an appropriate rate) with comprehension (understanding).

Student Speak:

I can read accurately with expression at an appropriate rate (fluently) with understanding (comprehension).

Example:

Possible resources/references:

1.R.3.1 Students can **identify** major literary elements in text.

Learning targets to meet this standard:

- Identify setting
- Identify characters
- Identify problem/solution

Verbs Defined:

- Identify - show what I know by pointing, writing, speaking, or drawing

Key Terms Defined:

- Major Literary Elements – characters, setting, problem/solution
- Text – written material

Teacher Speak:

Students can identify (show what I know by pointing, writing, speaking, or drawing) major literary elements (characters, setting, problem/solution) in text (written material).

Student Speak:

I can show what I know by pointing, writing, speaking, or drawing (identify) about the setting, characters, and problem/solution in written material (text).

Example:

Possible resources/references:

1.R.3.2 Students can **identify** similarities and differences in text written by the same author.

Learning targets to meet this standard:

- Identifies text structure (repeated phrases, sequencing, rhyming pattern)
- Identifies literary elements (setting, characters, problem/solution)

Verbs Defined:

- Identify - show what I know by pointing, writing, speaking, or drawing

Key Terms Defined:

- Text – written material

Teacher Speak:

Students can identify (show what I know by pointing, writing, speaking, or drawing) similarities and differences in text (written material) written by the same author.

Student Speak:

I can show what I know by pointing, writing, speaking, or drawing (identify) about similarities and differences in written material (text) written by the same author.

Example:

Possible resources/references:

1.R.3.3 Students can **identify** the differences between genres including fiction, nonfiction, and poetry.

Learning targets to meet this standard:

- Reading fantasy and reality
- Reading poetry
- Reading fiction and non-fiction

Verbs Defined:

- Identify - show what I know by pointing, writing, speaking, or drawing

Key Terms Defined:

- Fiction – make believe
- Nonfiction – true
- Genre – types of stories

Teacher Speak:

Students can identify (show what I know by pointing, writing, speaking, or drawing) the differences between genres (types of stories) including fiction (make believe), nonfiction (true), and poetry.

Student Speak:

I can show what I know by pointing, writing, speaking, or drawing (identify) the differences between types of stories (genre) including make believe (fiction,) true (nonfiction,) and poetry.

Example:

Possible resources/references:

1.R.4.1 Students can **compare** text from different cultures as read aloud by teacher.

Learning targets to meet this standard:

- Compare legends
- Compare celebrations
- Compare Traditions

Verbs Defined:

- Compare – tell what is the same

Key Terms Defined:

- Text – written material
- Culture – groups of people who share something in common

Teacher Speak:

Students can compare (tell what is the same) text (written material) from different cultures (groups of people who share something in common).

Student Speak:

I can tell what is the same (compare) about written material (text) from different groups of people who share something in common (cultures).

Example:

Possible resources/references:

1.R.5.1 Students can **locate** and **utilize** a table of contents.

Learning targets to meet this standard:

- Locate table of contents
- Introduce photos and illustrations, bold and italic print, index, and glossary

Verbs Defined:

- Locate – find
- Utilize – put into use

Key Terms Defined:

Teacher Speak:

Students can locate (find) and utilize (put into use) a table of contents.

Students Speak:

I can find (locate) and put into use (utilize) a table of contents.

Example:

Possible resources/references:

1.R.5.2 Student can alphabetize words to the first letter.

Learning targets to meet this standard:

- Uses informational text and index
- Alphabetize words in isolation

Verbs Defined:

Key Terms Defined:

Teacher Speak:

Students can alphabetize words to the first letter.

Student Speak:

I can alphabetize words to the first letter.

Example:

Possible resources/references: